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AUTHOR	Carr, Ralph T.; And Others
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ABSTRACT

This exemplary career education program for 100 girls in Grades 10 and 11 at five Maine high schools aims at equalizing career opportunities for women and encouraging student involvement in guidance programs. The ten steps taken to develop and implement "Project Women--In a Man's World of Work" included: (1) preliminary program planning among school counselors, (2) a commitment from school counselors and administrators, (3) the identification of program objectives, (4) developing an operational schedule for the project, (5) developing and administering a vocational interest survey, (6) inservice training as guidance aides for selected students, (7) developing resource lists, (8) a seminar with resource specialists, (9) an outside evaluation, and (10) dissemination activities. Ten traditionally male-oriented career categories were selected as the focus for the project: (1) veterinarian, (2) communications, (3) counseling, (4) military, (5) recreation director, (6) bookkeeping and accounting, (7) computer programer, (8) police, (9) lawyer, and (10) forest service. This document is related to VT 019 306, available in this issue. (AG)

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PROJECT WOMEN

IN A MAN'S WORLD OF WORK

A Guide For School Counselors

VT019339

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Project Women—In a Man's World of Work

A Program to Develop the Career Awareness

of High School Girls

Funded under the Vocational Education Amendments

of 1968, P.L. 90-576

Exemplary Program or Project Operational Grant (Part D)

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OFFICE OF EDUCATION
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Applicant Organization:

Hermon School Department

School Union #34

R.F.D. #2

Bangor, Maine 04401

Douglas K. Smith

Superintendent of Schools

Project Director: Ralph T. Carr

A Guide for School Counselors

INTRODUCTION

Career Education is beginning to have a strong thrust in American Education since the U. S. Commissioner of Education, Dr. Sidney P. Marland, endorsed the concept and support has come from the topmost administration. One segment of our school population which has not always received equal treatment in terms of Career Education has been our female students. This program attempted to help equalize that opportunity.

The place of women in the world of work is being seriously questioned. With the advent of modern technology many careers today are not beyond the physical capabilities of women. In addition, it has been firmly established that intellectual capacity is distributed throughout the population without regard to sex differences. One is thus led to assume that to a considerable extent career choice is determined more by historical and cultural tradition than by physical and intellectual differences which restrict the capability of the individual.

A second major purpose of this program was to lay the groundwork for the utilization of student aids in the guidance program. Our knowledge of the power of the peer group indicates that if guidance programs are to remain relevant, viable, and integral elements of an educational program they must incorporate student participation. This program attempted to do just that.

It has been my pleasure to be a part of "Project Women—In a Man's World of Work." Five schools took an active part in this program and without the unswerving support of the school counselors and their school administrators this program could not have been attempted. In addition a special word of thanks needs to be expressed to those graduate students enrolled in the "Apprenticeship" program at the University of Maine at Orono. They worked closely with the high school students and the school counselor in the details of the program.

Edward Johnson
Assistant Professor
Counselor Education
University of Maine
Orono, Maine

PREFACE

This "Guide for School Counselors" outlines the steps taken by five Maine schools to develop and implement "Project Women--In a Man's World of Work." The schools, counselors, and apprentices who worked on this program included:

High School	Counselors	Apprentices
Bangor	Richard Klain Sam Cocco Gerald Ballanger	Susan Peters
Hampden	Marty Arsenault	Greg Perkins
Hermon	Ralph Carr	Nancy Hunter
Old Town	Richard Davis Betty Vrooman	Mike Kelly
Orono	Earl Melgard	Susan Delilgren Sharon McKnight Bob Quinn

Ralph Carr
Guidance Director
Hermon High School
R.F.D. #2
Bangor, Maine 04401

"Steps in Developing and Implementing
"Project Women—In a Man's World of Work"

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Step 1. Preliminary Planning

Any new program or concept requires considerable preliminary discussion prior to beginning. This phase was conducted by Dr. Johnson in sessions with individual school counselors and with groups of counselors. Even with all the preliminary work some areas were modified and others were influenced by forces beyond the control of the particular schools. Originally it was expected the program would be funded early in 1972, so that all the steps which were included in the project could be accomplished. As it turned out, funding didn't become a fact until late in April which ruled out some segments of the program.

The preliminary planning was conducted to achieve a commitment on the part of the participating school counselors to the concept of a special career education program for 10th and 11th grade girls. In addition, this stage permitted a realistic understanding of the problems which might be experienced and the needed steps to circumvent them.

Step 2. The Go-Ahead

Before progressing beyond the talk stage it was felt that a firm commitment to the program should come not only from the school counselors but also from the school administrators. In all cases the program concept was discussed in person with each High School Principal and in two cases with Superintendents who attended the meetings. In the other three cases the Superintendents were acquainted with the program by the school Counselor and the Principal. Throughout the program the school administrators were appraised of developments and lent their support to the program.

Step 3. Objectives of "Project Women"

After a commitment was made by the school counselor and his administration to support the program a series of objectives were established based on preliminary discussions. These included the following:

A. The identification of the career interests of 10th and 11th grade high school girls.

B. A measure of the knowledge of 100 girls (10 tenth graders and 10 eleventh graders from each school) relative to selected careers usually occupied by men.

C. The development of an in-service career orientation to acquaint 100 girls with selected careers usually occupied by men.

D. Provisions for 100 girls to learn about careers normally occupied by men from women presently earning their living in those fields.

E. The development of an in-service training seminar for the 100 girls to prepare them to discuss careers normally occupied by men with other students.

F. Provide a rotating cadre of para professional student help to work with and through the guidance department.

G. The development of a model for a careers guidance program which might be adopted by other Maine High Schools.

Step 4. Schedule for the Project

A fairly precise schedule was established for the operation of the project with a priority on the steps to be taken. In general the schedule was followed with only slight modification despite the uncertainty of funding. The schedule included:

A. Meetings with school counselors

B. Meetings with school administrators

C. Meetings with school counselors to go over details.

D. Survey of all 10th and 11th grade girls in five high schools.

E. Completion of survey data.

F. Contact with resource personnel.

G. Materials ordered.

H. Meeting with counselors to develop in-service training plans.

I. In-service training of the girls to acquaint them with the selected careers.

J. Project womens seminar with resource women speaking to the 100 girls.

K. Meeting with counselors to plan post-seminar in-service training for the students.

L. Student volunteers to conduct sessions in their schools with other students.

M. Post-survey of knowledge of careers of the 100 girls in the program.

N. Evaluation by independent evaluators.

O. Final report on the program.

Step 5. Survey of Interests

One of the problems faced in surveying the interest was getting an instrument which could be administered to all the girls in the Sophomore and Junior classes without completely disrupting the school schedule. It was early decided that no published instrument was available which met the needs of this project; and those instruments which were available were ruled out on the basis of cost to administer to nearly 900 students plus the time factor required to administer them. Several instruments were developed and tried out with students who were not part of the project. The final instrument (attached) was based on interest only without seeking a knowledge factor.

The interest survey was developed by taking the careers listed on the male and female forms of the SVIB and alphabetizing them eliminating duplications where they occurred. The students were then asked to indicate those careers they would like to know more about. Step 10, Recommendations, suggested some alterations which might be made to make the survey more valuable.

From the survey it was decided to take the first ten careers which were occupied over 50% by men. As a result the following ten careers were selected to be used as the basis for the project:

Veterinarian
Communications
Counseling—Psychology, Rehabilitation, School
*Military
Recreation Director
Bookkeeping, Accounting
Computer Programmer
Police
Lawyer
Forest Service

*Military was included because the combination of interest in the sub questions (Army enlisted, Army officer, etc.) added up to a usable category.

The breakdown on the first 40 of the 92 careers used in the survey indicated the following: response to the first 40 of the 92 careers on the combined male and female lists from SVIB:

Interest	Area	Interest	Area
364	Airline Stewardess	105	Home Economics Teacher
266	Social Worker	104	Recreation Director
250	Secretary	97	Bankwoman
228	Interior Decorator	95	Librarian
210	Elementary Teacher	94	Computer Programmer
197	Model	93	Saleswoman
191	Beautician	89	Police
172	Telephone Operator	87	Lawyer
151	Veterinarian	87	Psychologist
151	Newswoman	85	Forest Service
150	Physical Education Teacher	83	Entertainer
148	Rehabilitation Counselor	81	Accountant
144	Registered Nurse	81	Art Teacher
139	Guidance Counselor	80	Author-Journalist
137	Dental Assistant	76	Music Performer
131	Artist	73	Dietician
127	Office Worker	73	English Teacher
120	Physical Therapist	72	Occupational Therapist
107	Licensed Practical Nurse	70	Farmer
107	Psychiatrist	70	Medical Technician

Orono	60
Bangor	370
Old Town	214
Hampden	111
Hermon	109
Total girls	864

TO: 10th and 11th Grade H. S. Girls

FROM: Edward Johnson, Assistant Professor, University of Maine

RE: A Career Information Program for 10th and 11th Grade H. S. Girls

Dear Friends:

Your help is needed.

During the second semester your school counselor(s) and myself are going to conduct a program for Sophomore and Junior Girls entitled "Project Women—In a Man's World of Work." This program is intended to accomplish these two purposes: 1. acquaint 10th and 11th grade girls with a wide range of career opportunities and 2. from volunteers select 10 Sophomore girls and 10 Junior girls to act as "Guidance Aids." These 20 students will receive extensive opportunities to learn about select careers and relate back that information to other interested classmates. Five High Schools are taking part in this program.

We would appreciate it if you would please complete the questionnaire which follows. It should take no longer than 10 minutes of your time.

Do Any of These Careers Interest You?

Listed below are a number of careers. Some of them are primarily performed by women and some primarily by men, while others are performed by both men and women.

Please place an X by those careers which interest you and which you would like to know more about.

Accountant
Advertising Manager
Air Force Officer
Airline Stewardess
Architect
Army-Enlisted
Army Officer
Artist
Art-Teacher
Author-Journalist
Banker
Bankwomen
Beautician
Biologist
Business Ed. Teacher
Buyer
C.P.A. Owner
Carpenter
Chamber of Commerce Exec.
Chemist
Medical Technologist
Minister
Model
Music Performer
Music Teacher
Navy-Enlisted
Navy-Officer
Newswomen
Occupational Therapist
Officeworker
Osteopath
Personnel Director
Pharmacist
Physical Ed. Teacher
Physical Therapist
Physician
Physicist
Police
President-MFG.
Printer

Community Rec. Administrator
Computer Programmer
Credit Manager
Dental Assistant
Dentist
Dietian
Director, Christian Ed.
Elementary Teacher
Engineer
English Teacher
Entertainer
Executive Housekeeper
Farmer
Forest Service
Funeral Director
Guidance Counselor
Home Ec. Teacher
Instrument Assembler
Interior Decorator
Language Teacher
Lawyer
Librarian
Lic. Practical Nurse
Life Ins. Sales
Life Insurance Underwriter
Mathematician
Math—Science Teacher
Production
Psychiatrist
Psychologist
Public Administer
Public Health Nurse
Purchasing Agent
Radiologic Technologist
Real Estate Sales
Recreation Director
Registered Nurse
Rehabilitation Counselor
Sales Manager
Sales women
School Superintendent
Secretary
Senior C.P.A.
Sewing Machine Operator
Social Science Teacher
Social Worker
Speech Pathologist
Telephone Operator
Translator
Veterinarian
YMCA Staff Member
Other: .....
.....
.....

Project Women—In a Man's World of Work will attempt to help Sophomore and Junior Girls know more about a variety of careers, a number of which are performed by men. If you would like to know more about one or more of the careers you have checked, please place your name here.

.....

In addition, we need volunteers to become "Guidance Aids." The 20 Guidance Aids selected from this school will be provided an opportunity to meet with women who are successfully earning their living in a number of careers. Following a series of training sessions, this group will provide information to other high school girls about various careers.

If you would like to become a "Guidance Aid" please check here.....
Check here (X)

Thank you very much for your cooperation.

Sincerely yours,
Edward Johnson
Assistant Professor of Education

Step. 6. In-Service Training in Career Awareness and Preparation as a Guidance Aid

The interest survey offered the 10th and 11th grade girls an opportunity to indicate 1. and interest in knowing more about various careers, and 2. a willingness to serve a a guidance aid and participate in Project Women. The response from the students far exceeded expectations. Nearly half of the 900 students volunteered to offer their services as aids.

Since this program was intended as a pilot demonstration project it was decided to use only as large a group as could be worked with in an in-depth training phase. Quantity was sacrificed to gain quality of program. Thus ten sophomore girls and ten junior girls were randomly selected from each school to participate in the program. The end result was a cross-section of the student body in regards to program, school participation, etc.

Following the selection of the 20 girls from each school an orientation meeting was held in each school attended by the school counselor, the school administration, the 20 girls, the apprentices, and Dr. Johnson of the U.M.O. Staff. Dr. Johnson spoke of the purpose of the project and the counselor and administration indicated support for the program. The apprentices were introduced to the girls.

Originally, it was planned that the in-service training with the 100 girls would be a separate phase from the post-seminar training period for preparing the students as guidance aids. As it worked out, the two phases overlapped. As the students were learning about the careers normally occupied by men they were also learning ways of disseminating this information to other students.

The apprentices and counselors met early with the girls after the orientation session and administered the attached "Knowledge of Careers" instrument. Each girl was asked to complete it on the basis of the one career she had decided to study in depth.

KNOWLEDGE OF CAREERS

Student _____ Career _____

1. Knowledge of educational requirements to be qualified to work in the above career (check most appropriate answers).

..... a—High School education only is required to enter this career.

..... b—Two years of college only is required to enter this career.

..... c—Four years of college is required to enter this career.

..... d—More than four years of college is required to enter this career.

..... e—I do not know the educational requirements to enter this career.

2. Knowledge of salary or wages paid to qualified individuals entering the above career.

..... a—The average salary in this career is less than $5000 per year.

..... b—The average salary is between $5000 and $10,000 per year in this career.

..... c—The average salary in this career is between $10,000 and $20,000 per year.

..... d—The average salary in this career is over $20,000 per year.

..... e—I do not know what the average salary would be for this career.

3. Knowledge of present opportunities for women in the above career.

..... a—More than 50% of the people in this career are women.

..... b—Between 25% and 50% of the people in this career are women.

..... c—Between 10% and 25% of the people in this career are women.

..... d—Less than 10% of the people in this career are women.

..... e—I don't know the percentage of women working in this career.

4. Knowledge of where you think 50% or more of the people in the above career are employed.

..... a—Self-employed or member of a partnership.

..... b—Employed by a college or university.

..... c—Employed by the State or Federal Government.

..... d—Employed by private business or industry.

..... e—I do not know who employs 50% or more of the people in this career.

5. Knowledge regarding the future trends for employment in the above career.

..... a—Most people hired in this field in the next ten years will be engaged primarily to replace those who retire.

..... b—There will be a gradual growth pattern of employed in this field for the next ten years.

..... c—There will be a fairly large demand for people to enter this field for the next ten years.

..... d—There will be a great demand for people to enter this field during the next ten years.

..... e—I have no idea what the demand for employment in this field will be during the next ten years.

6. Knowledge about the number of individuals employed in the above career.

..... a—Less than 10,000 are employed in this career in the U.S.

..... b—From 10,000 to 50,000 are employed in this career in the U. S.

..... c—From 50,000 to 100,000 are employed in this career in the U. S

..... d—Over 100,000 are employed in this career in the U. S.

..... e—I have no idea how many are engaged in this career.

The longer the program continued the more active the apprentices became in the program. They took on a great deal of the responsibility for the program. The following is a copy of a communication with the apprentices relative to their role in the program:

Role of Counselors in Training in Project Women

1. Discuss Project Women with Mr. Johnson.
2. Discuss Project Women with school counselor.
3. Plan the orientation meeting for the 20 girls with school counselor.
4. Gather all material possible about 10 careers to be presented.
5. Send on school stationary for other materials—girls to help.
6. Establish times to meet with 20 girls in groups of 2. One 10th and one 11th in each interest area. Help them develop ideas which might be used in both the training phase and in their role as guidance aids.

Ideas for Training Phase
(Not necessarily in order of priority)
(Cooperative endeavor of CIT's and 20 Girls)

1. Pretest 20 girls on a "Knowledge of Careers" survey.
2. Read over material on each occupation.
3. Survey women teachers in school regarding their experiences and willingness to help in the program.
4. Survey local community relative to people in these 10 fields.
5. Send for material not already available.
6. Develop a brochure of questions and answers about each of the careers.
7. Develop picture booklet.
8. Write colleges about programs in these fields.
9. Visit women in the community who are in related fields.
10. Read up on want ads—N.Y. Times, Boston Globe, Portland and Bangor papers.

11. Make a bulletin board in the school about careers for women.
12. Make an appointment to visit the employment agency.
13. Collect data from Occupational Handbook.
14. Develop list of books (fiction and non-fiction) about women in the careers.
15. Have a Parents night for the parents of the 20 girls. Girls make presentation.
16. Write article for school newspaper about Project and Girls.
17. Same for local newspaper.
18. Make 35" slide presentation on each of the 10 careers. Have girls take pictures and develop script. Use as guidance material or in assembly.
19. Place pictures of 20 girls in hallway with their specific career area identified.
20. Make a pin or emblem for 20 girls to wear—CEGA Career Education Guidance Aids, or PWIAMWOW, etc.
21. Attend Seminar when all 100 girls meet with resource personnel.

With the recent emphasis on career education, quite an amount of material is becoming available. We found the Oklahoma material valuable and it was made available to the counselors and apprentices as a suggestion of ideas they might adopt in working with Project Women. We suggest you consult "A Guide for Developmental Vocation Guidance, Grades K-12", published by the Oklahoma State Department of Education.

As the in-service training continued further ideas were advanced to the apprentices and counselors in each school. The following sheet is an example of the type of suggestions offered:

TO: Graduate Apprentices Working on Project Women

FROM: E. Johnson

Dear Friends:

We are now—or should be—getting into the major part of the in-service training period with the girls. Listed below are some ideas which may help to make it a rewarding experience for the girls. Not all of the schools will take the same approach but these ideas may help you.

Have You Tried These?

.....Each team develops a career notebook

.....Project Women make a bulletin board

.....Girls write an article for the school paper

.....Each team develops a brochure of "Questions and Answers about ....." (Name of career)

.....Teams gather questions they want to pose to the consultant on (date)

.....Check on how they are coming on the "Knowledge of Careers" instrument

.....Girls planning a parents night

.....Interviews conducted with local people (women and men)

.....Girls writing for additional materials

.....Women teachers surveyed

.....Colleges contacted for materials about educational opportunities in these fields.

.....Girls have an opportunity to discuss their work with the local school counselor.

.....Newspapers from N.Y., Boston, Portland, and Bangor used to search the job ads.

.....Field trips to the nearest Maine Employment Agency

.....Girls develop a scrapbook with pictures about the careers (A bulletin board with mixtures of pictures interlaced is an eye-catcher)

Step 7. Materials Provided the Girls in Project Women

Each school already had some material in their files on each of the ten careers studied in this project. However, in addition to that locally available, letters were sent to various sources for additional information. The following sources were contacted using the attached form letter:

Mrs. Maurine Barkdoll
Broadview Police Department
Broadview, Illinois 60153

Fraternal Order of Police
Perk-Carte Hotel
1012 Prospect Avenue
Cleveland, Ohio 44115

International Association of Chiefs of Police
1319 18th St. N. W.
Washington, D. C. 20036

International Association of Women Police
100 N. LaSalle St.
Chicago, Illinois 60602

Federal Bureau of Investigation
U. S. Department of Justice
Washington, D. C. 20535

Accounting Careers Council
National Distribution Center
P.O. Box 650
Radio City Station
New York, N. Y. 10019

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, N. Y. 10019

National Association of Bank Women, Inc.
National Office
60 East 42nd St.
New York, N. Y. 10017

National Association of Purchasing Management
11 Park Place
New York, N. Y. 10007

The National Consumer Finance Association
1000 16th St. N. W.
Washington, D. C. 20036

Institute of Life Insurance
277 Park Avenue
New York, N. Y. 10017

Federal Deposit Insurance Company
Director of Personnel
550 17th St. N. W.
Washington, D. C. 20429

National Economic Association
Northwestern University
629 Noyes Street
Evanston, Illinois 60201

New York Stock Exchange
11 Wall Street
New York, N. Y. 10005

LaSalle Extension University
417 South Dearborn
Chicago, Illinois 60605

American Bankers Association
Personnel Administration and Management Development Committee
90 Park Avenue
New York, N. Y. 10016

The American Bar Association
1155 East 60th St.
Chicago, Illinois 60637

Association of American Law Schools
1521 New Hampshire Avenue N. W.
Washington, D. C. 20036

College of Criminal Justice
Northeastern University
360 Huntington Avenue
Boston, Mass. 02115

American Newspaper Publishers Association
750 Third Avenue
New York, N. Y. 10017

Theta Sigma Phi
106 Lantern Lane
Austin, Texas 78731

The Newspaper Fund, Inc.
P.O. Box 300
Princeton, N. J. 08540

American Forestry Association
919 17th Street, N. W.
Washington, D. C. 20006

U.S. Department of Agriculture
Forest Service
Washington, D. C. 20250

Society of American Foresters
1010 16th St. N. W.
Washington, D. C. 20036

The Maritime Forest Ranger School
Regent St. Extension
Fredericton, New Brunswick, Canada

National Recreation and Parks Association
1700 Pennsylvania Ave. N.W.
Washington, D. C. 20006

National Industrial Recreation Association
20 North Wacker Drive
Chicago, Illinois 60606

National Recreation Association
8 West Eighth Street
New York 11, New York

Camp Fire Girls, Inc.
65 Worth Street
New York, New York 10013

The Rehabilitation Counselor
National Association for Mental Health, Inc.
10 Columbus Circle, New York,
New York 10019

American Psychological Association
1200 17th St. N. W.
Washington, D. C. 20036

National Rehabilitation Counseling Association
1607 New Hampshire Avenue N. W.
Washington, D. C. 20009

American School Counselors Association
1605 New Hampshire Avenue N. W.
Washington, D. C. 20009

American Rehabilitation Counseling Association
1522 K Street N. W.
Washington, D. C. 20005

Public Affairs Pamphlets
381 Park Avenue South
New York, New York 10016

American Federation of Information Processing Societies
210 Summit Avenue
Montclair, New Jersey 07645

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

Agricultural Research Service
U. S. Department of Agriculture
Hyettsville, Maryland 20782

Consumer and Marketing Service
U. S. Department of Agriculture
536 South Clark Street
Chicago, Illinois 60605

American Veterinary Medical Association
600 S. Michigan Avenue
Chicago, Illinois 60605

National Society of Public Accountants
1717 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Bentley College of Accounting and Finance
867 Boylston Street
Boston 15, Mass.

UNIVERSITY OF MAINE at Orono
College of Education
Shibles Hall
Orono, Maine 04473
207/581-7027

Dear Sir:

I would appreciate your help.

During the second semester of 1971-72, I will be working with the counselors and administrators in five local High Schools to present to Sophomore and Junior girls a program entitled, "Project Women In a Man's World of Work".

I would appreciate if you would please send me without charge 25 copies of the following material to be used with the program:

If you have other material you feel would be appropriate to use with this group, I would appreciate if you would also forward it to me without charge.

Sincerely yours,

Edward Johnson
Assistant Professor
Counselor Education

EJ/bk

Step 8. Project Women Seminar

One of the highlights of the entire project was the seminar for all 100 high school girls on the UMO campus. Attending this seminar as resource persons were women who were earning their living in careers normally occupied by men.

Suggestions were solicited from the school counselors and the following list of individuals who participated in the seminar

Mr. Ralph Carr, Hermon High School

Dr. Robert Grinder, UMO

Dr. Edward Johnson, UMO

Dr. Lois McDaniel, Orono Veterinarian

Mrs. Linda Corey, Bangor Daily News

Miss Veronica Berry, Hampden School Counselor

Miss Ellen Jewett, Maine Dept. of Voc. Rehabilitation

Mrs. Christine Force, Portland Recreation Director

Mrs. Jeanne Glidden,VP Northeast Bank

Miss Theresa Preble, Branch Mgr. Northeast Bank

Mrs. Susan Mistretta, UMO

Mrs. Sylvia Roberge, UMO

Mrs. Mildred Cannon, UMO Security Force

Mrs. Sue Kominsky, Lawyer, Bangor

Miss Sally Medina, School of Forestry

Captain Kennedy, U. S. Army, New Hampshire

Dr. Ruth Benson, Director of Equal Opportunity, U.M.

Mr. Martin Arsenault, Hampden Academy

Mrs. Betty Vrooman, Old Town H. S.

Mr. Earl Melgard, Orono H. S.

Mr. Gerald Ballanger, Bangor H. S.

An invitation was extended to each of the 100 girls in the program. Ninety-one attended the program.

Following the seminar the resource specialists were thanked as were the students and counselors, and suggestions were made for implementing the guidance aid aspect of the program.

Suggestions "Guidance Aids" Might Utilize

1. A meeting of the 20 students in each school to share their experiences with the resource person. This will allow each girl to help widen the career awareness of girls attending other sessions.
2. Complete the "knowledge of careers" survey.
3. Develop a career notebook on each of the ten areas and make it available through the guidance department.
4. Develop a brief brochure entitled "Questions and Answers about .... as a Career". Place in the guidance office.
5. Continue research into each of the areas, adding more information to the career notebook to be available to other students.
6. Contact other students about the opportunities in the field you studied.
7. Develop a bulletin board about the ten careers.
8. Interview other individuals working in the areas studied.
9. Develop a scrapbook with pictures about the ten careers.
10. Meet with the school counselor in terms of how guidance aids might be used in the school.
11. Become acquainted with fields related to those studied.

Step 9 Evaluation

Each exemplary program is expected to include an evaluation by a professional person who is not directly associated with the program. Dr. Clyde Folsom provided this service. A copy of his report is filed with the final report.

We also received many subjective comments regarding the program from students, counselors, participants, and resource specialists. The following from Captain Claudia Kennedy is typical of the positive response:

23 May 1972

Dr. Edward G. Johnson, Jr.
Assistant Professor

Counselor of Education

University of Maine at Orono

Orono, Maine 04473

Dear Dr. Johnson:

The Project Women Seminar held on 4 May 1972 provided an excellent forum for discussion of career opportunities for women.

Several features of the program contributed significantly to its success: the small number of students in each discussion group; the presence of a high school guidance counselor to supplement the efforts of the discussion leader; the opening and closing speeches given by well-informed adults who established a sense of perspective for the subject of careers for women; and the variety of careers represented by the discussion leaders.

Some changes which might be considered for incorporation in future programs would be: the scheduling of a short break in the two-hour discussion period; the use of separate rooms for each room to provide space and the opportunity to use visual aids such as slides or movies.

I enjoyed your seminar and was impressed especially by the degree of interest in careers shown by the students. I appreciate your asking me to participate in this very worthwhile project.

Sincerely yours,

Claudia J. Kennedy

Cpt. WAC

Recruiting Officer

Step 10. Dissemination

Often schools offer innovative programs and fail to acquaint others with their efforts. In general, most of the dissemination responsibility for Project Women was left up to the local school in ways which they felt most applicable. The local bulletin from Hampden and the article from Orono which appeared in the Bangor Daily News are typical of the approaches taken. More examples are found in the Final report of the Project.

Local Bulletin from Hampden:

PROJECT WOMEN

Who Are We?

We are 20 girls in Hampden Academy. We were chosen for this project because we are interested in job opportunities for women in the future . We are stationed in the following 10 careers, which are mostly dominated by men: BANKING, COMMUNICATIONS, COMPUTER PROGRAMMING, COUNSELING, FORESTRY AND CONSERVATION, LAW, MILITARY SERVICE, POLICING, RECREATION, and VETERINARIAN WORK.

What is Project Women?

This is a pilot project in it's first year. There are 5 towns, with 20 girls in each school taking part. There are 2 goals of Project Women:

1. Learning about our chosen careers—through interviews and written material, we are learning about training, job opportunities, and the nature of the work involved in the 10 careers.
2. Spreading the news—we hope to be able to answer all of the other girls questions about their fields of interest. And we can supply written material and suggest ways of gaining experience in their chosen careers.

Is There A Future For Project Women?

If this project is to continue, we need your interest. If you have no questions for us to answer, there is no need for us in this school. This group relies only on the student body and its interests. Next year we will need at least 10 replacements for the Senior girls. If you have any questions about our group, joining it next year, or the careers, ask one of us. Our names and the careers we work with will be posted on the bulletin boards.

Have A Nice Time,
PROJECT WOMEN

Local Bulletin From the Bangor Daily News:
Thursday, April 27, 1972 Page 21

ORONO GIRLS MAKE STUDY OF CAREERS

Orono—The career education project at Orono High School entitled, "Project Women—In A Man's World of Work," is entering a new phase shortly with several field trips planned for the next few weeks.

The project, in which 20 sophomore and junior girls are taking part, was designed to introduce young women to a variety of careers usually thought of as careers which men enter.

The "Guidance Aids," as the girls are called, have been studying the various aspects of careers such as banking, law, police work, counseling, computer programming, and communications . The field trips will be an additional part of their exposure to the careers they are studying and will help to give them a clearer idea of the actual working conditions and types of duties which are a part of each career .

In future weeks, girls will make visits to the Bangor Counseling Center, the Merrill Trust in Bangor, St. Joseph Hospital, and the Bangor Daily News. These 20 young women will also be attending an all-day seminar at the University of Maine in Orono on May 4 where they will meet with women who are professionals in the various careers studied by the girls.

Dissemination was not restricted locally or even statewide. Dr. Johnson proposed that a description of the program be presented at the American Personnel and Guidance Association Conference in Chicago during the Spring of 1972. The proposal was accepted. The presentation was selected to be taped for wider dissemination by APGA.

With the great emphasis on career education—and particularly that of women—requests have come in from many sources requesting further information on the Project.